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ABSTRACT

This document is one of three products developed as part of a 2-year project designed to increase the motivation of minority young women to pursue occupations and careers that will be in demand in the future. It is hoped that these products will help schools and businesses to cooperate in conducting a mentoring program. This workbook was designed for students to use during the mentorship. It contains information, activities, and questions for students to consider and complements the activities described in the mentor ideabook. The first section, "What's This All About," describes a career journal and gives reasons for students to keep such a journal. It also describes a mentor and considers how mentoring can benefit the student. The next section provides students with a set of questions that they can ask their mentor about the mentor's job, the future of that type of occupation, how the mentor got the job, how he/she feels about the job, and how the job affects the mentor's personal life. The next section, "Thoughts and Reflections," asks students questions that will make them think about how they handle themselves in a variety of situations, suggesting that students write their answers to the questions and discuss them with their mentors. The final section helps the student to put all the mentoring information together and to record her thoughts and feelings about the experience. (NB)

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Book 3

HAND IN HAND: Mentoring Young Women

ED318973

STUDENT CAREER JOURNAL

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CG 022520

Center for Sex Equity
Portland, Oregon

Women's Educational Equity Act Program
U.S. Department of Education

Hand in Hand: Mentoring Young Women

Student Career Journal

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U.S. Department of Education
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CAREER JOURNAL

Name _____

School _____ **Year** _____

Program _____

Mentor's Name _____

Job _____

Company _____
(name)

_____
(address)

_____
(floor, room number)

_____
(telephone number)

* * * * *

Schedule _____
(dates, days of week, times)

Transportation _____
(bus, drive, walk, other)

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Preface

The *Student Career Journal* was produced cooperatively by the Northwest Regional Educational Laboratory's Center for Sex Equity and Education and Work Program under a grant from the Women's Educational Equity Act Program. The *Career Journal* is part of a series of publications produced by the Mentor Project, as it was informally known, with the goals of increasing the motivation of young women to enter and succeed in emerging technological, professional, and nontraditional careers and of building local commitment to a strong equity focus for youth employability and career development programs.

This series, entitled *Hand in Hand: Mentoring Young Women*, also contains the following components:

Ideabook for Mentors. Used by the mentors during their two-hour training session, the *Ideabook* is the basis for all mentor training activities, and it includes general information about being a mentor as well as specific information about minority females and career development. It also contains descriptions of activities that mentors and students can complete during their time together.

Guide for Planning, Implementing and Evaluating a Mentoring Program. A manual for program planners and presenters. The *Guide* contains procedures on how to set up and carry out a mentoring program and how to conduct a mentor training workshop. It also includes case studies of two successful mentoring programs in the Northwest.

CAREER JOURNAL

What's This All About?

Could This Be Your Story?

Bright young woman graduates from high school, works for two years in a part-time job, meets and marries a handsome, wealthy young man, and lives happily ever after.

Well, you may want it to be your story, but it is actually a *fairy tale*! The truth is that you will probably work for a large part of your adult life (even if Prince Charming *does* come along!).

It's no secret that the better-paying jobs are in the professional, the scientific, and the high technology areas. But it is also true that many women—and even a larger proportion of minority women—end up working in low paying, dead-end jobs with little or no chance for advancement or salary increases. Although you will most likely work in some of those kinds of jobs during your life, is that what you want to have as your ultimate career goal? Or would you like to have an occupation in which you could be challenged in your work, get promotions, and earn enough money to control your own life?

Getting a good job is not easy. If you are a minority female, you may have already felt some double prejudice against you because of your sex, as well as your racial or ethnic background. These biases may create obstacles for you, and you may have to struggle to move beyond what others expect you to be content with in your work life.

So what does all this have to do with *you*? The Mentor Project offers a chance for you to get the feel of some high-powered, well-paying jobs by spending time with someone who *has* one, and who has made some career decisions along the way.

You will have a mentor who shares your ethnic heritage. You will visit her several times at her place of work. You will learn about not only her job and career area but also what things are important for you to be thinking about if you want to have a challenging and satisfying career.

There is much that you can gain from this project. Of course, learning takes some effort. It won't come to you automatically; you have to do your part, too. But we have sprinkled some rewards along the way to make it more enjoyable. It may not all be easy, but you can really learn firsthand about work, occupations, and career planning if you participate in the Mentor Training Project.

Why Keep a Journal?

Remember these song lyrics?

> *Don't stop thinking about tomorrow . . .*
> *Don't stop, it'll soon be here.*
> (Fleetwood Mac, "Don't Stop Thinking about Tomorrow," *Rumors*)

These are important words for *you* to remember. You should be keeping your "tomorrow"—your future—in mind during all your very busy "todays." That's not easy for anyone to do!

So much happens to you every day that there is no way to remember it all or keep it all straight. A journal is a good way to keep track of your life and yourself. It is written *by you* and *for you*. As you write, you are thinking and making sense out of the things that happen to you.

A journal helps you make sense of your life because you are writing down your *thoughts, feelings,* and *experiences*. When you do this for an extended period of time (such as several weeks or even months), you can remember your experiences and see *patterns*. This helps you to think clearly and make thoughtful decisions.

What Is a Career Journal?

A career journal will help you gather your thoughts, plans, ideas, and experiences about the world of *Work*.

Making decisions about jobs and careers is like putting together a puzzle with lots of tiny pieces. Many of the "pieces" are little things that happen to you each day, like

- thoughts
- feelings
- conversations
- lessons in class
- after-school activities
- work experiences

Each person's pieces are different, and each person's puzzle gets put together differently.

When you make a decision about a job, some of the most important puzzle pieces are the conversations and experiences you have had with working adults. Since your career journal helps you remember those things, it will become easier to put the pieces of your puzzle together in the best way for *you*.

What Should I Write in My Career Journal?

Some journals start out as blank books in which you write anything you want. This *Student Career Journal* is different—it is structured to let you write about what you do today in ways that will help you think about your future as a worker. So while there are some blank pages for your very own thoughts, there are also pages that lead you through specific questions and activities. Have fun!

How Often Should I Write in It?

The best thing is to get into the *habit* of writing in your journal on a regular basis (say, every few days). But that's easier said than done! Here are some hints that should help you accomplish that.

- You should write something after each visit with your mentor at her workplace. You will probably have some thoughts or reactions. They may be good ones *or* bad ones. Either way, write them down. (This journal is for *you* to see *your* patterns.)

- You may be given an assignment to think about some of the questions in this journal. If so, write your thoughts on the same pages as the questions. (Don't worry about it being "perfect." This isn't a theme for the teacher; it's for *you*.)

- You and your mentor may have different ideas about some things (for example, what is most exciting about a job or career). Write those down, too. Also write about ideas or feelings that you want to save but that don't relate to anything in particular.

- Carry your *Career Journal* with you all the time so that it's always handy. Before you know it, your journal will be *full* and you'll be wanting extra pages.

Enjoy and have fun learning about yourself and work.

What Is a Mentor?

MENTOR (mén tər)n.
A wise and trusted counselor or
teacher, tutor, coach; a wise adviser.

What Does a Mentor Do?

A mentor is a mature, experienced person who helps you take steps toward being all that you can be.

A mentor will share knowledge and exchange ideas with you. By visiting her several times, you will learn ways to act, talk, and dress that are appropriate for the workplace.

By sharing her experiences and successes with you, a mentor will serve as a role model as you prepare to enter or advance in the world of work.

How Can a Mentor Help You?

A mentor can show you how your interests, your beliefs, the abilities you have, and those you wish to learn work together to help you make career decisions.

A mentor is an experienced friend to whom you can turn with questions and problems related to school and work.

What Is Mentoring to Me?

You are about to go out into the business world to spend some time with a person who has volunteered to be a career role model (mentor) for you. Start thinking about what that means by completing these sentences.

I volunteered to participate in this program because . . .

_____

_____

_____

_____

I think my mentor volunteered to spend time with me because . . .

_____

_____

_____

_____

Having a mentor should help me in these ways:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

What Do I Think about Work?

Check the statements you agree with. Add others that you can think of.

Work is

____ how you make money

____ fun

____ something everyone should do

____ a way of contributing to society

____ the most important part of life

____ a way to meet people

____ a terrible idea

____ a way to use creativity

____ a way to attain self-fulfillment

_____

_____

_____

_____

_____

_____

_____

_____

Ms. Anthony and I Say . . .

"Women must be educated out of their unthinking acceptance of financial dependence on man into mental and economic independence. Girls, like boys, must be educated to some lucrative employment. Women, like men, must have an equal chance to earn a living."

Susan B. Anthony
b. 1820, d. 1906

What do you think this quote means?

What do you think will make these words a reality?

DID YOU KNOW ...

...that the highest salaries in the coming years will be earned by people in jobs relating to science, engineering, computers or professions such as law and medicine?

...that the most job openings in the next decade will be for custodians, secretaries, office clerks and sales clerks?

...that you have a 50-50 chance of ending up as a single parent with children to support?

...that you will probably work outside the home for about 30 years of your life?

...that your ability to communicate effectively and your willingness to learn are what employers look for when they hire young people? BUT...what they look for first is a high school diploma?

...that competition is fierce for technology-related jobs? This field will account for only one new job in 25 between now and 1995?

...that most jobs are found by knowing somebody... through networks...NOT by reading the newspaper want ads?

IT'S ALL TRUE!

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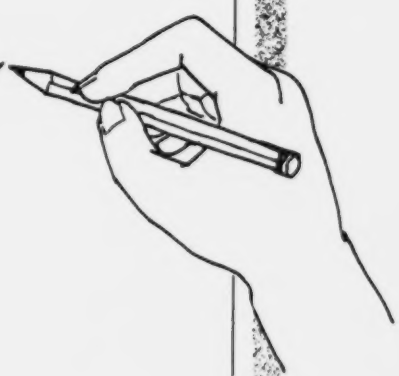
Questions for Your Mentor



Feel Free to Ask

You will meet with your mentor several times. She has lots to tell you and she *wants* you to ask questions. You and your mentor will talk several times about her work. By the time you are finished with this mentorship, you will know the following things about your mentor's work:

- what she does
- what her job conditions are like
- the future outlook for the kind of work she does
- how to prepare for and advance in the kind of work she does
- how her work feels
- how her work fits into her personal life

This section will tell you the questions to ask. You may, of course, add questions of your own. You might want to make notes on a tablet while she is talking, and then rewrite them in this journal later. It will take several visits to get all your questions answered.

Question for Your Mentor: What Do You Do in Your Job?

Things to find out about:

- General job description
- Specific tasks and responsibilities
- Equipment and tools used
- What is produced

What else? (Here's your chance to add some of your own questions.)

_____

_____

_____

_____

Notes

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

My thoughts and feeling about what my mentor says are . . .

Question for Your Mentor: What Is Your Work Like?

Things to find out about:

- Working hours (per day, per week)
- What a "typical day" is like
- Work environment (noise, hazards, indoor/outdoor, travel, special clothing or uniforms)
- How this job fits into the total organization
- Unions and professional organizations
- Salary range and fringe benefits (insurance, vacation, retirement)

What else?

Notes

My thoughts and feeling about what my mentor says are . . .

Question for Your Mentor: What Is the Future for This Type of Occupation?

Things to find out about:

- Opportunities for advancement
- Employment projections: equal opportunities regardless of sex or race
- Effects of technology on her work
- Effects of the country's economic condition on her job
- Hints she would give someone applying for her job
- Other jobs she could do with the same skills

What else?

Notes

My thoughts and feeling about what my mentor says are . . .

Question for Your Mentor: How Did You Get into This Job?

Things to find out about:

- How did she get started in this occupation?
- What other jobs has she held?
- What skills were developed from them?
- What personal qualities are needed for this job?
- What skills were developed from life experience rather than from jobs?
- How does this job or occupation fit into her lifetime goals (career? a stepping-stone?)

What else?

Notes

My thoughts and feeling about what my mentor says are . . .

Question for Your Mentor: How Do You Feel about This Job?

Things to find out about:

- What she likes and dislikes about the job
- What she would change if she could
- Avenues available to her for making suggestions on the job
- Interpersonal skills she finds most important and why
- Underlying attitudes and values important to her job
- Why she chose this type of work (with people instead of machines, for example)

What else?

Notes

My thoughts and feeling about what my mentor says are . . .

Question for Your Mentor: How Does This Job Affect Your Personal Life?

Things to find out about:

- Family time
- Leisure time
- Job-related skills she uses elsewhere
- Expanding interests
- Adequate exercise
- General health
- Tension and fatigue versus stimulation, fulfillment, and increased energy

What else?

Notes

My thoughts and feeling about what my mentor says are . . .

What's What and Who's Who

A tour of your mentor's workplace will also be a good source of questions about her job and her kind of work. It may also cause you to talk about some of the other jobs that you may not have noticed or thought about.

Touring the workplace can be a formal or informal adventure; you and your mentor will have to decide. Take this worksheet with you as you tour and make notes about the following things:

1. What is the formal system like?

   - its primary purpose
   - its product
   - its service (if a service organization)
   - customers or clients
   - product or service
   - internal communication (e.g., newsletters, memorandums)
   - technology used, especially computers

2. What is the support system like?

   - clerical
   - accounting

- mailroom
- custodial
- research
- other (e.g., media/duplicating)

3. What is the informal system like?

   - What is considered appropriate attire? Does it differ for men and women? different job categories?
   - What do the "personal items" on desks and walls tell you about different people?
   - What "social functions" take place (e.g., breaks, group lunches) and where (e.g., in coffee room, in hallway)?

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Thoughts and Reflections

Thoughts and Reflections

The questions in this section will make you think about how you handle yourself in a variety of situations. These are good questions to ask yourself from time to time to make sure you are dealing with people, problems, and successes in effective ways.

Write your answers before your next visit to your mentor and talk them over with her to see whether she has any helpful suggestions.

Angry Feelings

What do you do when someone or something makes you really mad? How do you handle harassment (someone giving you a hard time)? What do you do with people who say things that put you down?

I . . .

Ask your mentor some of the questions you just answered. Take notes in the space below.

Think about her answers and how they compare with yours. Write what you have learned from this experience.

Your Way

Now try these:

When everybody thinks one way about something and you think another way, how do you handle the situation?

If you wanted to do something but your close friends or family didn't want you to do it, how would you handle the problem? What factors would you consider in making your decision?

I . . .

Ask your mentor some of the questions you just answered. Take notes in the space below.

Think about her answers and how they compare with yours. Write what you have learned from this experience.

Better Luck Next Time

What would you do if something you really worked hard for and wanted very much did not happen?

When you feel you have failed, what do you do?

I . . .

Ask your mentor some of the questions you just answered. Take notes in the space below.

Think about her answers and how they compare with yours. Write what you have learned from this experience.

I Knew I Could

When you have to do a job that seems too big or too hard, how do you go about doing it?

Did you ever do something you thought you could never do? How did you make it happen? How did you feel when you did it?

I . . .

Ask your mentor some of the questions you just answered. Take notes in the space below.

Think about her answers and how they compare with yours. Write what you have learned from this experience.

Best Foot Forward

When you are planning what to wear, what goes into your decision?

Do you use different kinds of language in different settings?

How do you know when it is time to talk and when it is time to listen?

I . . .

Ask your mentor some of the questions you just answered. Take notes in the space below.

Think about her answers and how they compare with yours. Write what you have learned from this experience.

I'm OK

What are some of the things about yourself that you feel really good about?

What are some good things people have said about you?

How do you handle compliments? How do you feel when you are complimented?

I . . .

Ask your mentor some of the questions you just answered. Take notes in the space below.

Think about her answers and how they compare with yours. Write what you have learned from this experience.

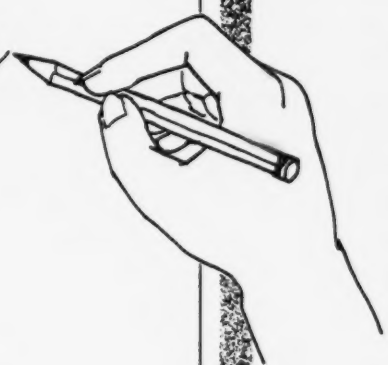
More Thoughts

More Thoughts

More Thoughts

CAREER JOURNAL

Putting It All Together



Final Questions

By now you have met with your mentor a number of times. She has shared much information with you, and she has been interested in your views and goals. You have come to know each other well. Now would be a good time to ask her for constructive criticism or suggestions about any of the following matters that you have not already discussed.

- your clothes
- your language
- your telephone manner
- how you relate to adults
- the classes you are taking
- how they will help you prepare for the future

Has anything been left out?

Your questions:

_____

_____

_____

_____

_____

_____

How do you feel about your mentor's suggestions and comments?

_____

_____

_____

_____

_____

_____

Putting It All Together

Before I started, I thought this experience would be . . .

The way I feel about this experince now that it is over is . . .

As I stand back and take a look at my life, the next step for me is . . .

This step will lead me in the direction of . . .

The most important things I learned in this experience were . . .

What I still don't know or understand are . . .

_____

_____

_____

If I had a choice, I would/would not do this again because . . .

_____

_____

_____

The things I enjoyed the most were . . .

_____

_____

_____

What I would do differently if I did this again is . . .

_____

_____

_____

More Thoughts

More Thoughts

More Thoughts

More Thoughts

More Thoughts